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ABSTRACT

In order to determine whether a group dynamics or a traditional lecture approach is more effective as a community college health instruction teaching method, two evening classes in Health 10 at East Los Angeles College (total of 75 students) were exposed to a group dynamics, student-centered teaching technique. Data were collected from the following activities: (1) observations and anecdotal records of socialization and group endeavor, the effect of ego involvement and social behavior, group sensitivity, competition and cooperation, and group locomotion toward established goals; (2) measurement of tasks completed in relation to goals and objectives set up at the beginning of the course; (3) student evaluation of the course; and (4) a review of final course grades as compared with performance on tests and participation in discussions. The evaluation data indicate a 100 percent concensus among participants that the student-centered class was more interesting than other classes they had taken. Ninety percent favored the group dynamic methodology, and 93 percent said they had learned more in the course than they would have in a traditional course. Final grades reflected this higher achievement. In addition, these classes had a slightly lower rate of attrition than Health 10 classes held the year before which employed a traditional lecture method. (Author/NHM)

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UTILIZING THE GROUP PROCESS IN COMMUNITY COLLEGE HEALTH INSTRUCTION

by

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EAST LOS ANGELES COLLEGE

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I. THE TITLE

UTILIZING THE GROUP PROCESS IN COMMUNITY COLLEGE HEALTH INSTRUCTION

II. STATEMENT OF THE PROBLEM

Higher education has been the slowest to respond to modern learning theories as far as application to the classroom is concerned. Most community college faculties continue to utilize the lecture method with little reinforcement from other techniques. East Los Angeles College has been the recipient of much Federal funding to develop and strengthen its instructional program because it is made up of a majority of educationally disadvantaged students with bilingual and bicultural problems. Special efforts have been made in the development of a learning center, multi-media aids, and programmed instruction. However, little or nothing has actually been done in the classroom itself to change from the traditional classroom lecture method. Students are referred to these innovative centers from the classroom which to a greater degree has remained aloof from new methodology. The result has been high attrition rate, low motivation, development of numerous learning problems, and in general, loss of student interest in college.

Health instruction in the community colleges has been a required course for graduation. As a result, the student's motivation for learning the material has not been tied in with his own

interests or goals. Furthermore, the course has always been taught at East Los Angeles College by the traditional lecture method with little opportunity for student participation. As a result, the goals of health education, which propose to give the student a fundamental knowledge of modern health information, cause behavior changes and attitude changes, and to become discriminative in evaluating health information have not been applied to overcome the problems of low motivation and resulting attrition.

The high-risk student, the educationally or economically disadvantaged, is not successful in the traditional lecture-type class where his success most often is dependent upon his taking quick and accurate notes. At East Los Angeles College, where the majority of students are Spanish-speaking, this type of course presentation presents a handicap. I have observed students confronted with this type of learning situation, sitting confused, not able to take down a single page of meaningful notes. Then when this student finds himself in difficulty, he is sent off to the learning or tutorial center. I propose, that the classroom situation itself can remedy this problem. This can be achieved by applying learning theory to the classroom presentation and making it a student-centered activity rather than the traditional teacher-centered activity.

III. SIGNIFICANCE OF THE STUDY

The students at East Los Angeles College have the benefits of a learning center, peer counseling, and tutoring. While these are of great assistance in the overcoming of learning problems, many of the learning problems have been created by the traditional classroom lecture situation. Learning in higher education does not go on any differently than in the K-12 sequence. The classroom itself should provide a non-stress opportunity for shared learning. It should humanize the learning process. Students should be aware of each other and know each other and develop a respect for the individual worth of each member of the class. The purpose of this study is to develop a classroom learning experience that involves everyone. Through participation in the development of the course goals and objectives the student will feel a part of the learning experience. By sharing his knowledge he will have the stimulus of ego-involvement in motivating his efforts. He will also have the added effect of peer approval which would stimulate his effort to compete. Many innovative colleges have adopted this approach to improving the classroom learning experience.

This study will attempt to show through the data collected that the group dynamics method promotes greater learning because of increased motivation through stimulation of the student's interest and also because of the greater individual involvement of the student in goal and objective development than does the traditional lecture presentation.

Tolman's position regarding learning is that first it must be goal directed.[1] It is always getting-toward something, or getting-away from something. Secondly, behavior makes use of environmental support as means-objects toward the goal. Behavior is cognitive as well as purposive. Third, there is a selective preference for short or easy means-activities as against long or difficult ones. He further states that one of the intervening variables is the "need system". A need may arise from a psychologically defined drive condition. Lewin states that when a person is attracted by an object that object is said to have a positive valence.[2] A person tends to move toward a region in life space that has positive valence, that is toward an attractive goal or into a region where satisfying activity is possible. Psychological success and failure depend upon ego involvement. The goals must be real to the learner, so that, if achieved there is the elation of a significant accomplishment; if not achieved, there is a chagrin or humiliation of defeat.

This study will attempt to show through a study of background material that by combining various components of psychology into an organized procedure that personally involves the student, motivation and learning will be enhanced.

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[1]Ernest R. Hilgard, THEORIES OF LEARNING (New York: Appleton-Century-Crofts, Inc., 1956) pp. 186-188.

[2]Ibid, p. 277.

IV. THE HYPOTHESIS

Learning takes place more effectively in a learner-centered class than in a teacher-centered class and that group activity reduces inner restraints, makes possible a satisfaction of needs, and involvement of the emotions of the learner facilitates learning.

V. BACKGROUND

Presently in education, it is being recognized that learning takes place better when there is social interaction. As a result much research has been done on how students interact and learn in a social context. It has been noted by one of the researchers that there is a need for instructors to go beyond the traditional method and to develop skills in teacher-student planning, in the sociometric and related techniques and the use of anecdotal records and their interpretation. Seven conclusions have resulted from an analysis of group behavior:[1]

1. The major influence on learning in the classroom is influenced by their socio-emotional needs.
2. Progress of students as well as what they learn is influenced by their socio-emotional needs.
3. The pattern of relationships in the classroom as well as relationships influences learning.
4. The groups within the classroom can be so organized as to facilitate or block learning.

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[1] Sidney L. Pressey, Francis P. Robinson, John E. Horrocks, PSYCHOLOGY IN EDUCATION (New York, Harper & Brothers) pp. 120-130.

5. Classes require time and help to learn to operate as a group.
6. Instructors can use group behavior to change pupil behavior and attitudes.
7. Instructors can use the group in teaching problem-solving.

The question often arises that, "Isn't the PROCESS of learning the same as that for an individual as it is for a group?" Researchers have found the answer to be NO. The process is the same in the social situation as it is out of it; but the context, the words, the acts, the points of view, and the various other stimuli are supplied by other persons and the learners' reactions are judged and modified by the expectations and the permissible limits set by the group. The individuals personal needs no longer have primacy. They must be satisfied--or not satisfied--on the group's own terms, not on his. The activities of the group are directed by its needs to the end that group goals will be attained. Actually group goal is a common goal that the group will achieve and that gives individuals a part in attaining it. The instructor should not think of the group as a specific entity. The people come to it as individuals, function in it as individuals, and leave it as individuals. The study of "group learning" is the study of individual learning in a group situation.

Observation reveals how important the group becomes for the learner, how he modifies his personal goals to fit those of the group, how he adjusts to the group. The individual perception of the other members changes, and he tends to evaluate them in terms of their

contributions to the groups and to give leadership status to those who seem to be making the greatest contribution. It has been confirmed that the standards people set for themselves are usually determined by the standards of the group of which they are members.

Motivation. The group is an important motivational learning force. If the group perceives the class assignments as worth while and interesting, its members will be well motivated and will really try to master the work. If on the other hand, the group assumes an attitude of indifference or active opposition to the class and its concerns, it will be exceedingly difficult to motivate an individual student to enjoy school or to produce the effort he is capable of. It has been observed that in a socialized learning atmosphere there is greater conformity to the group norm than in a lecture in which there was no group interaction.

Many experiments have been done to prove that behavior changes are more greatly changed by group discussion methods than by lecture methods. Cooperative learning favors the transfer of their learning to their own behavior in appropriate situations.[1]

Learner-centered vs teacher-centered classes. It was found that in the student-centered class there is a decrease in interpersonal anxiety and an increase in emotional adjustment and ego integration.[2]

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[1] J. Levine and J. Butler "Lecture Versus Group Decision in Changing Behavior", Journal of Applied Psychology, 1952, pp. 29-33.

[2] N. A. Flanders, "Personal-social Anxiety as a Factor in Experimental Learning Situations", Journal of Educational Research, 1951, 45, pp. 100-110.

Because of the socialization experiences students will often learn together as a group, things that they either would not attempt alone or would find impossible if they were proceeding solely on their own.

Social influences are woven inextricably into the very texture of learning. A genuine learning experience involves the emotions of the learner, and the social conditions that exist in a group learning situation govern the extent to which the necessary emotionality distracts, inhibits, or facilitates learning. The extent that a student wants to continue his education depends to a great extent on the college's ability to satisfy his emotional needs. The four most important need satisfactions the student finds in socialized learning situations are the:

1. de-individuation previously referred to.
2. help he is given in attaining goals that require cooperative action.
3. support his opinions and behavior patterns receive.
4. satisfaction of his desire for approval and status.

Ego Involvement. As the student becomes identified and ego-involved with his group it becomes more and more a point of reference for him. He adapts his level of aspiration, his behavior, and his concept of his environment to the group norm. He acts in concert with the group if he becomes psychologically a part of it and he perceives himself and his experiences as portraying the role the group assigns him.

The instructor who hopes to achieve his instructional objectives should try to use the existing interests, attitudes, and motivations of the students. What direction the group takes is up to the instructor as one develops their techniques.

Another result of group learning is a sensitivity in dealing with others. Study of social perception in college students stated that individuals who later acquire prestige and leadership status are those who possess more than the average amount of sensitivity to group opinion.

The benefits of group activity have been supported by many lines of experimental evidence. As early as 1928, Watson reported subjects were asked to make up words from a given work, using the letters it contained.[1] Subjects working alone made up about 32 words with a given time limit, while the subjects working cooperatively in groups of 5 or 6 could make up about 75 words in the same time.

Division of labor is one factor contributing to the great output of groups. That is, the various members of the group can work at different parts of the task at the same time, whereas an individual working by himself must handle all the parts himself one at a time.

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[1]G.B. Watson, "Do Groups Think More Efficiently Than Individuals" Journal of Abnormal Social Psychology, 1928, V. 23, pp. 328-336.

Another effect noted in group behavior is the "assembly effect".[1] This is the relationship of the measurable traits of each individual to those of others in the group. Two groups were studied: one group was homogeneous in their personality traits, the other heterogeneous. When placed in a problem-solving situation the nonhomogeneous groups were superior to the homogeneous in their solutions. Also the homogeneous group was satisfied with their solution to the problem even though of poor quality. More disagreement with group solutions were pressed by members of the nonhomogeneous groups despite the better quality of their solutions.

Principles for improving the effectiveness of cooperation have been identified in relation to eight variables: atmosphere, threat reduction, distributive leadership, goal formulation, flexibility, consensus, process awareness and continual evaluation.[2]

Atmosphere. One of the most effective ways to improve group activity is to improve the physical setting in which the group meets and works. Seats should be arranged so members can all see each other. The best group size is between 12 and 15. The size of the group should be the smallest group in which it is

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[1]Floyd L. Ruch Scott, PSYCHOLOGY AND LIFE, 6th edition. (Chicago: Foresman and Company, 1969) pp. 419-420.

[2]J.R. Gibb, G.N. Platts and J. Miller, DYNAMICS OF PARTICIPATIVE GROUPS, (Boulder: University of Colorado Press, 1951).

possible to have represented at a functional level all the socialization and achievement skills required for the particular learning activity at hand.

Threat Reduction. In a group meeting for the first time people are made more comfortable and more a part of the group by learning a little about each other. Introductions can overcome feelings of insecurity that are frequently brought out by the presence of strangers.

Distributive Leadership. Leadership can be shared by the different members of the group. Such a sharing of leadership causes each person to feel more confidence in both himself and others. Those who lead in a democratic group situation are not under the tension of the autocratic leader.

Goal Formation. The group should be free to set up its own goals. A group that cannot show each member that he has something to contribute and something to gain from membership is an unproductive one.

Flexibility. Often the class assignments and topics are planned so far in advance that the original interest is lost or conditions change in some important way between the time of planning and the time of the actual meeting. Plans are not sacred, and should be flexible enough to permit changes to meet unanticipated interests of the group.

Consensus. In the democratic action an issue is formulated, alternative solutions are proposed, the pros and cons are discussed, and eventually a consensus is reached that everybody is satisfied with.

Process Awareness. As students learn to work as a group and to be a group, they become increasingly sensitive to the roles and needs of different members and to their own needs in relation to those of the others. People who are relatively insensitive to the needs of others can learn much by paying close attention to the process of interaction within the group and by relating their observations to their own feelings.

Continual Evaluation. The group must continually evaluate its activities and goals, making whatever changes are suggested by the evaluation. Without evaluation the members of a group will tend to lose interest and the group may eventually disintegrate.

The value of using group dynamics in the classroom has made it possible to capitalize on the differences in ability and background among students. Because it encourages contributions from all members of a group. It also tends to minimize the undesirable effects of excessive competition.

Comparisons of the results of autocratic and group-centered methods have given somewhat conflicting results. The quantity of work is sometimes higher with autocratic methods, but more signs of emotional tension are evident in an autocratic setting. Successful group-teaching is difficult if the students have not been exposed to it before. Students feel more secure in the traditional lecture methods, but once they warm up to the group process the results are rewarding--increased interest, loss of stress, greater motivation, and qualitatively better learning.

Role of the Instructor in Group Learning. The instructor who wants to exert the most effective leadership in group learning situations should become a part of the group. The instructor should be a participant rather than a supervisor. Lorge found that the amount of information learned between the two techniques was not consistently different, but the group taught by discussion undertook voluntary work and individual activity more. The behavior of groups during problem solving versus individual problem solving showed that in small groups the individual had an opportunity to make his contribution, but in large groups this was not always so and the more aggressive member of the group took over and dominated the situation.[1]

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[1]Robert M. Travers, ESSENTIALS OF LEARNING (N.Y.: MacMillan Co., 1967).

It is quite likely that a pattern of reinforcement based on variable amounts of reinforcement describes the things that go on in the environment of most organisms more realistically than a pattern of reinforcement based on a combination of simple reinforcement and nonreinforcement. Behavior is more apt to be reinforced from time to time with one of a number of different amounts or kinds or reinforcement. Thus an employer rewards an employee from time to time with a raise in salary, a smile, or a handshake. Similarly in the group learning situation approvals from the group or instructor on the contribution made serves to reinforce.[1] A student who achieves a certain knowledge through free investigation and spontaneous effort will later be able to retain it; he will have acquired a methodology that can serve him for the rest of his life, which will stimulate his curiosity without the risk of exhausting it. At the very least, instead of having his memory take priority over exercises imposed from outside, he will learn to make his reason function by himself and will build his own ideas freely.[2]

While there is disagreement among the many learning theorists, Hilgard states the following summary that would be agreed upon by all:[3]

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[1]James Deese, THE PSYCHOLOGY OF LEARNING, (N.Y.: McGraw Hill Co., 1967), p. 147

[2]Jean Piaget, TO UNDERSTAND IS TO INVENT, (N.Y.: Grossman Publishers, 1973), p. 93.

[3]Ernest R. Hilgard, THEORIES OF LEARNING, (N.Y.: Appleton-Century-Crofts, Inc., 1956), pp. 486-487.

1. A motivated learner acquires what he learns more readily than one who is not motivated. The relevant motives include both general and specific ones, for example; desire to learn need for achievement, desire for a certain reward or to avoid a threatened punishment.

2. Motivation that is too intense (especially pain, fear, anxiety) may be accompanied by distracting emotional states, so that excessive motivation may be less effective than moderate motivation for learning some kinds of tasks, especially those involving difficult discriminations.

3. Learning under the control of reward is usually preferable to learning under the control of punishment. Correspondingly, learning motivated by success is preferable to learning motivated by failure. Even though the theoretical issue is still unresolved, the practical outcome must take into account the social by-products, which tend to be more favorable under reward than under punishment.

4. Learning under intrinsic motivation is preferable to learning under extrinsic motivation.

5. Individuals need practice in setting realistic goals for themselves, goals neither so low as to elicit little effort nor so high as to foreordain to failure. Realistic goal-setting leads to more satisfactory improvement than unrealistic goal-setting.

6. Active participation by a learner is preferable to passive reception when learning, for example, from a lecture or a motion picture.

7. Meaningful materials and meaningful tasks are learned more readily than nonsense materials and more readily than tasks not understood by the learner.

8. Transfer to new tasks will be better if, in learning the learner can discover relationships for himself, and if he has experience during learning of applying the principles witnin a variety of tasks.

The preceding points listed by Hilgard are useful generalizations that most learning theorists agree upon as being of substance. Hilgard further states that when comparing two different teaching methods one may not necessarily come out with results that are different statistically, and one method may not be conclusively better than another, but it is still possible that alternative methods are equally acceptable and this is of importance and comfort where an instructor may prefer another method.

Influence of Group Participation. "Whereas it is relatively easy to teach people facts. principles, and theories, it is much more difficult to teach them new ways of behavior. Experiments have shown that the cooperative attitude and feeling of personal involvement that come from group participation are among the most effective means of promoting behavior changes.[1]

Considerable research has centered around the use of special aids such as slides, films. charts, etc. Studies show that films that provide for audience participation are superior to those which provide only passive review. The comments and explanations accompanying a film are also very important in determining its effectiveness.[2]

Often students are able to use concepts and generalizations formed in past situations that had certain similarities to the present one. Some "new" problems, in fact can be solved entirely by the application of past learning. Others require that the student work out new concepts or discriminations.[3]

The Influence of Attitudes. Sometimes people become so emotionally involved in the defense of a controversial position that they become blind to logical arguments on the other side. This phenomenon has been demonstrated in a number of laboratory studies. Emotional subject matter can affect logical reasoning not only in the

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[1] Floyd L. Ruch Scott, PSYCHOLOGY AND LIFE, 6th edition, (Chicago, Foresman and Co., 1969) p. 107.

[2] Ibid., p. 121

[3] Ibid., p. 339.

immediate problem, but also in those which follow it. The relationship between ability to solve problems and the tendency to conform has also been studied.

Most of the learning theories pertain to the individual. What happens when an individual's environment includes the behavior of another person? Many human goals can be achieved more efficiently by cooperative effort than by individual endeavor. This has been supported by many lines of experimental evidence.

Division of labor is one factor contributing to the greater output of groups in such situations. That is, the various members of the group can work at different parts of the task at the same time, whereas an individual working by himself must handle all the parts himself one at a time. Moreover, fewer errors tend to creep into the final product of a group effort since the errors of one individual are readily detected and corrected by someone else.

VI. DEFINITION OF TERMS

1. Group dynamics is participative action that encourages participation and contributions from all members of the groups while minimizing the undesirable effects of excessive competition.

2. Learner (student)-centered activity is learning determined by the group determining its own goals, standards, and achieving these through cooperative effort and dividing the labor in this problem-solving activity.

3. Instructor-centered activity is learning determined by the instructor who sets up the goals, standards, and achieves these through the traditional lecture and examination method.

4. Group leader was the person selected by each group after the class was told to form themselves into four groups and had been given time to work together on a pre-test problem.

5. Status is the group's perceptions of its own characteristics and those of the interacting groups which determine member reactions and thus the character of the interaction between groups.

VII. LIMITATIONS OF THE STUDY

The study only applied to two evening classes in Health 10 composed of a total of 75 individuals (40 in the Tuesday class and 35 in the Wednesday class), meeting from 5:00 to 7:00 p.m.

Since evening division classes are usually composed of older working students, the sample was not as representative as one would encounter in a regular day class. Also the attrition of evening students was found to be a result of job change and different hours of employment not permitting them to make the early 5:00 hour. The evening student represents a greater heterogeneity in educational background and experience than is usually encountered in the day student who transfers directly from the high school. The evening students had much more information on health from their personal experience to draw upon so that it could not be separated from their learning during the class activity.

Since this was a new experience for many members of the groups who were used to the traditional method, some lack of participation was noted by the more timid and shy members who would turn in written abstracts of their research, but withdrew from verbal expression.

Because of the short duration of the class session (two hours) that was limited to one meeting per week, the feeling of belonging was difficult to establish. Communication had to be established by telephone by the leader to relay information not covered in the short class period.

There was no time to give each group a test to determine the traits of each individual to those of others in the group to determine their homogeneity or nonhomogenity. The Rosenberg, Erlick, and Berkowitz study shows that homogeneous groups perform less effectively in their solutions to problem solving.[1] Nonhomogeneous groups are highly superior in the quality of solutions produced. Also the homogeneous groups are usually satisfied with their solutions in spite of the poor quality compared with the nonhomogeneous group who differed in their opinions regarding the solutions despite the superior quality. This researcher, while aware of this important trait difference in the composition of the groups and their traits on problem solving as an important variable to consider in group performance, did not have the time to administer the Guilford-Zimmerman Temperament Survey in addition to the regular course examinations.

Principles for improving the effectiveness of cooperative activity have been identified in relation to eight variables:

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[1] S. Rosenberg, D.E. Erlick and L. Berkowitz, "Some Effects of Varying Combinations of Group Members on Group Performance Measures and Leadership Behaviors", Journal of Abnormal Psychology, 1955, pp. 195-203.

1. atmosphere
2. stress reduction
3. distributive leadership
4. goal formation
5. flexibility
6. consensus
7. process awareness
8. continual evaluation

Of the eight listed above only two were limited: atmosphere and consensus. The classroom was the traditional type, and at the beginning and end of each session the chairs had to be rearranged so that all members could see each other. The size of the group at the beginning was too large until after the third week when some attrition occurred. Also on controversial issues consensus was not reached because of certain ethnic and religious concepts ingrained (eg. units on birth control and family planning, marijuana use and abuse).

The literature and experimental evidence written on group dynamics by many authors is voluminous, so this research limited itself to the research material primarily concerning group dynamics as an educational or classroom tool.

VIII. BASIC ASSUMPTIONS

It is assumed that a sample of 75 students will be adequate upon which to base conclusions and recommendations regarding the group dynamics process as an effective tool for learning health information.

It is also assumed that the results of this study will be evaluated strictly on the findings of this particular group of Health 10 students in this particular situation, and not on a comparison performance with the traditional method, as practiced in other Health 10 classes.

It is also assumed that the students' answers on the evaluation forms were honest opinions. No names were requested on the papers so as to permit the student the ultimate freedom of expression.

It was also assumed that the group dynamics process could be used in teaching a course that is based on information and facts. There are many controversial issues and problems related to health, but the assumption was made that the groups would introduce supporting scientific evidence even for their divergent opinions.

It was also assumed by the results of interview with 50% of the faculty that the method used at East Los Angeles College was the traditional method of the lecture presentation.

IX. PROCEDURES FOR COLLECTING DATA.

The data collected was derived from the following activities:

A. Observations and anecdotal records of:

1. Socialization and group endeavor
2. Effect of ego involvement and social behavior
3. Group sensitivity
4. Competition and cooperation
5. Group locomotion toward their established goals

B. Student feed-back from administered survey instruments.

C. Measurement of tasks completed in relation to goals and objectives set up at beginning of course.

D. Evaluation based on compilation of course evaluations submitted by students.

E. Review of grades issued on the basis of performance on tests and discussions as an indicator of learning.

The observations and interpretations are recorded and presented in the data section, and consist of analysis deducted from the facts recorded. The extent of socialization and group endeavor was observed when the groups were given 15 minutes at the beginning of the class session to meet and put their presentation together. Each group presented a specific facet of the topic assigned for that date.[1] Members of the group were observed also during their presentations to evaluate the material presented as well as the frequency of recitations and amount of contribution. The ego is concerned with maintaining social approval and self-esteem and thus is tied in with the desire to contribute. This factor of ego involvement is expressed by psychological success or failure. The goal that each individual chooses must be real to the learner, so that, if achieved there is the elation of significant accomplishment and approbation of the group and instructor. Also observations dealt with group sensitivity, factors of competition and cooperation, and the accomplishment of the goals developed at the first meeting.

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[1] Exhibit B in the appendix.

In addition to the observation and recording of data, specific survey instruments were administered to the class to get feedback on attitudes and interests.[1] The topics to be covered were checked off on the master schedule.[2] This master schedule listed by the week the tasks and information to be covered.

The previous year's class was taught by the traditional method. No extensive comparison was planned, but merely a check of persistance and grades issued to determine the extent the group dynamics method had on these two factors.

The evaluation data was also retrieved through the administration of a mid-term examination consisting of essay-type questions. The student was given a choice of three out of four questions to prepare outside of class. The instrument itself was designed to be a learning experience in itself as well as free of stress. The same instrument was given to both classes so that a sample of 75 students was obtained. Each paper was graded and comments made to the student pertaining to the quality of the work. The same procedure was used for the final examination.[3] Class time was taken to review both examinations and to answer questions.

The third instrument given to the students of both classes was a course evaluation form with questions to be checked off either "yes"

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[1]Exhibit C in the appendix.

[2]Exhibit B in the appendix.

[3]Exhibit E in the appendix.

or "no". In addition the last question provided the student with the opportunity to express in his own words his or her reaction to the class. Hand tallies were made of the responses and percentages recorded. The comments were noted and itemized.

The findings are presented in tables and graphs. Requests for copies of this report have been made by faculty who are presently working on a federally funded project to improve instruction. Copies of this report will be distributed to the College President, Dean of Instruction, and faculty. Conclusions will be made on the effectiveness of this method as opposed to the traditional in motivating and stimulating students to actively participate in the learning process.

It is hoped that this data will serve as an incentive to other faculty to be creative and try new methods that involve students in the group process.

X. RESULTS OF THE STUDY.

The data collected to support the hypothesis, "That learning takes place more effectively in a learner-centered class than in a teacher-centered class and that group activity reduces inner restraints, makes possible a satisfaction of needs, and involvement of the emotions of the learner facilitates learning," resulted from informational tests, evaluation instruments, and observation. The number of students sampled was 75. The sample was adequate to provide a representative cross-section of Health 10 students.

Development of Course Objectives. The first meeting of the class was devoted to the group determining its own goals and objectives.[1] When asked what they wanted to get out of a course in health, the class responded with a variety of answers that were written on the blackboard. The group then reworded the list and established them in order of priority.

Secondly, the class decided upon the various ways in which the group could accomplish their goals. These strategies were compiled from the group's discussion.[2] A few of the students did not feel comfortable with the methodology being devoid of instructor lecturing, and a compromise was reached. Certain of the more technical units were presented by the instructor with audio-visual aids.

Development of Strategies for Accomplishing Goals. The second hour of the first meeting was used to have the group decide their own learning methods, climate and assessment. The non-negotiable requirement was the reading of text assignments. However, it was pointed out that the volume of readings was not as important as the purpose and the relationship it had to the learning goals and that the student should be able to comprehend the material and find it personally meaningful. It was also pointed out that the student should keep in mind societal changes and the reading and issues

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[1]Exhibit A in the appendix.

[2]Ibid.

selected should relate to the real world and its problems. The class decided upon the following methods:[1]

1. Independent study
2. Class discussion
3. Lecture by the instructor over the more technical material
4. Evaluation
    a. Open book essay type exams at the mid-term and final
    b. Class participation
    c. Self-evaluation
    d. Course evaluation

The class was then designed to utilize group dynamics, independent study and mutual participation in problem solving, discussion techniques, and ego involvement.

Sherif states that reactions are modified and altered to a greater or lesser degree when they are ego-involved and a student becomes personally involved--then discrimination, judgment, perception, remembering, thinking and explicit behavior are accordingly modified or altered.[2]

The establishment of the course goals to guide the direction of the learning activities of the class was based upon Tolman's idea of "purposive" theory of learning. Tolman's theory stresses the notion that an organism learns relations among stimuli rather than relations

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[1]Exhibit C in the appendix.

[2]Muzager Sherif and Cahtruk Sherif, THE PSYCHOLOGY OF EGO INVOLVEMENT, (New York, John Wiley and Sons, 1967) p. 4.

among stimuli and responses per se. This is referred to as cognitive or sign learning. Tolman stressed the importance of purpose in the learning of new behavior. Learned behavior is always directed and oriented toward some end or goal.[1]

In the technique of group dynamics reinforcement arises from the feeling of belonging to the group and having acceptance of contributions as well as the ego-involvement of members as they relate from their own experiences about events applicable to the situation. A stimulus is experienced, perceived, judged, and reacted to in relation to other stimuli, present or past to which it is functionally related. Sherif brought together many experimental facts from various major psychological phenomena (including perception, judgment, affectivity, memory, and personality) indicating the way in which a "frame of reference" is involved in each of them.

Also, individuals learn those things which they find useful. The course topics and objectives were developed by the students as to what they thought was relevant to them. Each individual read and reported in discussions on specific topics they were interested in.

Another goal of the course was to remove stress by making the learning situation enjoyable. The threat of a "test" according to Piaget "poisons" the role between the teacher and the student by jeopardizing the work as well as mutual confidence.[2] The examination

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[1]Muzager, op. cit., p. 24.

[2]Jean Piaget, TO UNDERSTAND IS TO INVENT, (New York, Grossman Publishers, 1973) p. 72.

becomes an end in itself. The discussion technique provides instant feed-back on the students knowledge without stress. Other evaluation methods were assigned--investigations done outside of class and submitted in the form of reports. "It is only to the extent that the teaching methods are 'active'--in that they form a greater part of the initiatives and spontaneous efforts of the student--that the results obtained have meaning."[1]

The outcomes of combining the above tested learning devices in a group dynamics situation were highly successful (far beyond the expected results): The following outcomes were accomplished:

1. All assigned tasks given to learn specific information were completed.
2. The opportunities for students to group for cooperative study accomplished.
3. The method employed provided for student interaction.
4. The students were able to discover their strengths and weaknesses.
5. The feed-back on the evaluation instruments indicated the students found the classroom climate enjoyable for the learning process to take place in.
6. Instant feed-back at each session made the student aware of his progress.

The following evaluation instrument was used; the results were hand tallied:

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[1]Ibid.

(YOU DO NOT NEED TO SIGN YOUR NAME)

COURSE EVALUATION

		YES	%	NO	%
1.	Has the science of health been made more interesting because of group participation.	75	100	0	0
2.	Do you prefer the straight lecture method of presentation over student centered presentation.	8	10%	67	90%
3.	Did you feel you learned more because of your activities in the presentation.	70	93%	5	7%
4.	Did you feel you had an opportunity to contribute to the class?	75	100%	0	0%
5.	Did you feel a part of the group?	75	100%	0	0%
6.	Was the material coverage adequate.	70	93%	5	7%
7.	Were you motivated to do more outside reading than in the usual lecture class presentation.	68	88%	7	12%
8.	Did you feel the group stimulated you to change health patterns and ideas more than if you had just had straight lecture.	45	60%	30	40%
9.	Did the instructor cover the more technical areas to your satisfaction.	72	96%	3	4%
10.	Was the class experience the type you would like to see used in other courses?	70	93%	5	7%

11. Briefly evaluate in your own words your reactions to the class.

The last question (number 11) was designed to get the student's reaction in his own words to the procedure. The following 34 comments were selected randomly from out of 75 samples:

"I feel that I preferred doing a research or report rather than a straight lecture because I think if we were assigned a chapter to read, I don't think it would of been done. Maybe I would of read just for the exams. Being part of a group I tried to do a better report than the other student in my group, not only that but I attempted in every way to do research for each Tuesday, and I didn't want to be shy in front of the class and if I had to give a report or rather discuss one, I was just going to give my point. I enjoyed being in group 1 and I feel our group is the only one that tries their best from the other groups."

"I thought this health class was more interesting than the other health classes I attended, because of the class participation. I don't feel I learned more, because the presentations were not really saying anymore than I already knew. This is where I would have preferred more lecturing from the teacher."

"Through group participation I feel that I have learned more about the subject because we learn from each other. It also allows more freedom to bring out questions or points that may not otherwise be covered in a lecture."

"It was very interesting and fun, it wasn't like my other boring classes. This is the type of class that makes me want to come to class more often."

"The trouble with student centered presentation is that the outside reading is really great, but some material was too technical. To a doctor the material covered will be understandable and questions may be answered with understanding, because they have the knowledge in the field. Nevertheless, the class is stimulating."

"I wished you had done a lot of lecturing plus, of course, more opportunity to comment. I feel you are very knowledgeable and specially you have a very lovely way of talking about all these subjects which at times can be arid. I like a mixture of techniques."

"I feel that this class has a good method in which the students tend to learn more. If more films were shown I think it would help."

"The only problem I have is finding the time to research for the presentation due to homework from work and school which took up almost all of my time."

"This was the first time I've taken Health in college and I enjoy being here and having you as an instructor."

"I really can't say too much about it--that is I like the class and then again I don't. I get prepared for a subject in advance and the class seems to get off into another subject. We don't stick to our schedule so I gave up and now don't prepare at all, just play it by ear. But I do like the spontaneous involvement of the class and your explanation of certain subjects."

"I like the class and the way all the people take part in it."

"Sometimes I think we got off a subject a little too quickly--1) Sexual behavior; 2) Nutrition. Overall I find this type of class more relaxing therefore easier to be interested in."

"I think the class was very interesting and motivating by group participation and the instructor's coverage over the more technical areas."

"Time has been the handicap of the class. Health is such a wide subject, that two hour classes has hampered more wide-spread participation. In my opinion this class should be a three hour class with three units of credit, so we could go deeper into each subject and report on it orally and in written report form."

"Many points brought up were good. Other points brought up were just general rap (nothing gained, nothing lost). But for the most part, for a health class anyway, student participation was well established in this particular class."

"This class has been enlightening with alot of information regarding health problems of today and information which will help me in alot of happy healthful tomorrows."

"It has helped me overcome by problem of talking in the class because of my speech problem. It built up my courage, and everybody was more open, and everything was made more interesting to put attention to learn."

"Very interesting. Class policy was very relaxed which in turn made learning experience more relaxed and of course, more enjoyable."

"Normal lectures omit many areas which the teachers sometimes overlook. Many areas are covered by students which I think the instructor likes to see them look for. So far this semester, the group discussions have dug deep for material."

"I liked the way each group made its report to the rest of the class but I was disappointed in that too many sat in class and made little or no contribution on the subjects."

"Panel discussion should be restructured. Everyone in a panel should participate not just some. I do like the feed back. Each panel should be assigned a different topic."

"As for question number 7, I was motivated to do more reading outside the class, but unfortunately I haven't the time during the day."

"I enjoyed the class because we were able to get into subjects more realistically than if we were going along on a regular time-table and lecture period."

"It gave me an opportunity to share my information to the group. I find that having groups, the class is more involved--we get to know one another."

"The class was good but I feel there should be more time for each group talk. Need a quiz every other week."

"I feel the class has taught me more in regards to health and has been very informative and interesting."

"The class as a whole was very good and the teacher marvelous, but for myself, straight lecturing is much more to my liking for I get very nervous giving oral reports."

"I liked and enjoyed the class. I'm very shy so I did not participate very much. I thought the information you (the instructor) gave was much more interesting and vital to our learning. I preferred listening to you more so than I did the students as a whole. I also thought you should have given us a choice between oral participation or handing in a written report every week in order to give everyone a fair chance with our grades."

"The concept is an extremely good idea. One problem I can see, however, are the reports written directly out of the book and read. This can be boring with no more gained than when each person reads it themselves. I much preferred this over all--a great improvement. Makes for a good class."

"It's easy. You don't have to do very much to get through. It allows me to put more time to classes that deal with my major and the actual work I'll be doing when I graduate."

"I was surprised that a Health class would be conducted in the manner it was, I prefer this type because I feel that you do get more out of a class when you break up into groups. But I don't agree in grading the group as a whole but rather individually. Because you do have someone in the group that doesn't cooperate and receives the same grade as the rest of the group. So, I do prefer individual grading within the group."

"I believe a topic should have been assigned to each individual to provide proper coverage and over lapping."

"Health has always been a boring subject. The presentation method which was used in this class was very interesting to me. I found myself more interested and wanting to find out more about the different subjects we covered. So I can say that I learned more by sharing information with the other students. If I had acquired a certain amount of information, someone else presented other sources of information and this way our discussion was very constructive. They should use this method of covering the macerial, it will be more interesting."

"Excellent."

Anectodotal Remarks. Two students in the class had physical handicaps: speech defect and epilepsy. Both indicated that this type of presentation made them feel at ease and able to participate. The student with the speech handicap was one of the most involved and presented her material at each session well and in detail. The student with epilepsy felt at ease and did not feel the course presented a stressful condition for her and was able to do better than in her other classes.

One of the participants worked for a water company, and was able to bring to the class background material on water treatment, pollution, other related problems, This greatly enhanced the textbook material and the lecture by the faculty member.

The Mexican-American students found that alcoholism was a greater problem among this ethnic group than any other. They studied the problem as it appeared in the barrios and brought in statistics and other data related to their own community.

In the unit dealing with stress, a student who had been involved in Yoga and meditation, related her experiences of how it had worked for her.

In the unit on nutrition one student related how he had lost 64 pounds. He reviewed his personal experience as it related to the value of a balanced diet.

Many other examples could be related, but the above serves to indicate the personal "frame of reference" is composed of not just the stimuli presented by the course material, but a stimulus is experienced, perceived, judged, and reacted to in relation to other stimuli, present or past, to which it is functionally related.

Results of Pre-Test. To determine the general health knowledge the class brought with them, four major health issues confronting the United States today were written on the blackboard. The class was then asked to arrange themselves into four groups, select a coordinator or leader, and discuss their selected topic with the other three groups' topic, observe and critique the presentations. Each group was given 15 minutes to prepare their presentation from their own background and experience.

The instructor served as moderator. The four topics were:

1. Leading causes of death in the U.S. today as compared with 1900.
2. Major health problems in the U.S. today.
3. Man's life span and potential.
4. Population problems and proposed solutions.

The goal of the groups was to solve the problem presented to them. The goal of the instructor was to observe the group and the behavior of the participants. It has been shown by learning psychologists that many human goals can be achieved more efficiently by cooperative effort than by individual endeavor. Division of labor is one factor contributing to the greater output of groups in such situations. That is, the various members of the group can work at different parts of the task at the same time, whereas an individual working by himself must handle all the parts by himself, one at a time. The groups made relatively few errors in isolating the main relevant facts and data, since the errors of one individual were readily detected and corrected by someone else. There was good intercommunication in the groups, and after about ten minutes it was observed that one or two persons in each of the four groups was emerging in the leadership role. The groups were in circles and each member appeared to be contributing. The class as a whole had been given five minutes at the beginning to learn everything they could about their neighbor and then introduce that person to the rest of the class. Introducing someone else dispells nervousness because the person is not talking about himself, but a stranger.

Self introductions force the individual into a role that is embarassing, ego-involved. Since the class knew something about everyone, feelings of security were established and since there was no grade attached to the pre-test, stress was reduced.

Results of General Discussion Sessions. As the meetings continued and the groups had time to prepare their work in advance, they became more sensitive to the roles and needs of different members and to their own needs in relation to those of the others. For example, the student with the speech defect seemed very much encouraged and motivated to talk, because of the warmth and reception of the group. The student with epilepsy tended to ramble and repeat herself, but the group in no way displayed impatience or insensitivity because they knew her and her problem. She had identified this earlier to the class. As the groups session continued they become more and more revealing. People felt very comfortable and did not hesitate to discuss very intimate problems in the units on human sexuality. Health problems were probed to a greater depth than had ever been achieved in a straight lecture class. The undesirable effect of competition was reduced to a minimum. Everyone knew if they contributed and prepared their reports for the group they would pass and grades did not become the prime issue.

The one conflicting result regarding the value of group-centered methods of instruction is the amount learned. I know that each individual learned more about particular health topics that he or she was particularly interested in, and less in general about the

total field. In the teacher-centered method everyone is exposed to a great deal of mass information and less in depth learning takes place about more topics. Authoritarian leadership in the classroom eliminates the "incidental" learning or many kinds of personal and social skills. The statistics show that a small percentage of the students (about 8%) incurred difficulty adjusting to the change in method and felt more secure with the lecture method. However, the response was 100% that the class was more interesting and resulted in greater motivation.

My own self-evaluation was that it was highly rewarding to me personally and I felt closer to my students and their problems.

Final Grades Issued. The grading system at East Los Angeles College is based upon the traiitional letter grades of A, B, C, D, F, and W. The no-penalty method of grading is employed by allowing the student to withdraw (W) before the final grade is given if they are anticipating a D or F. This system changes the usual bell-curve. The final grades given are depicted in graphic form on the following page. Also compared with them were the Health 10 grades issued in the preceding semester in a class taught by the traditional lecture method.

The results show that the students performed well and the grade distribution was as follows:

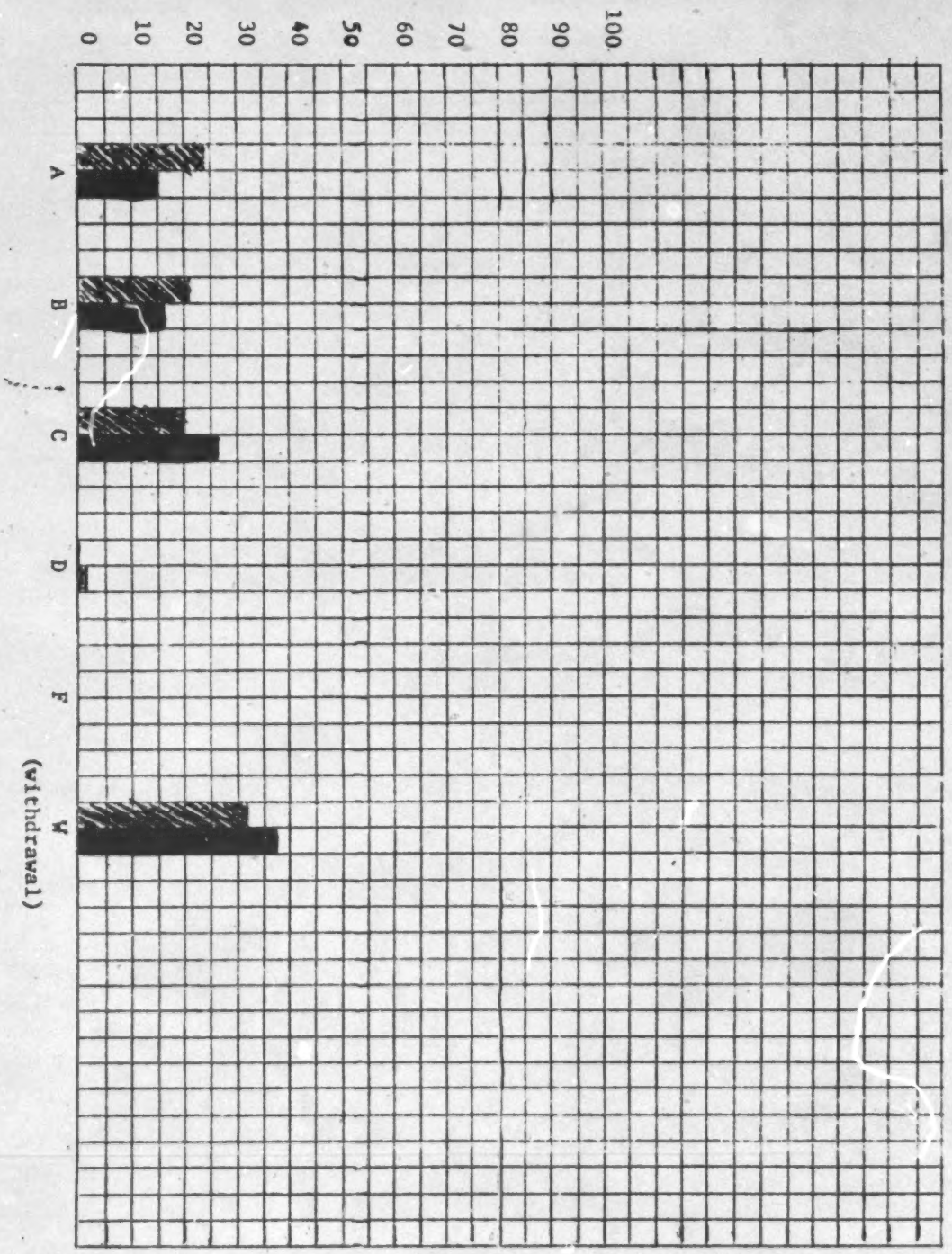
TABLE 1

	HEALTH 10 FALL 1974 N=75	HEALTH 10 FALL 1973 N=80
A	24%	15%
B	21%	17.5%
C	20%	27.5%
D	0	2.5%
F	0	0
W	33%	37.5%

The students performed better and the retention rate was 4.5% higher in student-centered class than the tradition lecture method. The evening division classes on the whole have a higher withdrawal rate than the day classes because of the types of students: older, working, family responsibilities, etc., which usually present greater stress factors to them than the usual day student encounters.

TABLE 2

PER CENT OF STUDENTS RECEIVING A FINAL GRADE IN EACH CATEGORY



COMPARISON OF FINAL GRADES AND RETENTION IN STUDENT-CENTERED VS TRADITIONAL COURSE PRESENTATION

XI. CONCLUSIONS.

A. The data gathered indicates there was 100% concensus that the student-centered class was more interesting.

B. A small percentage of students (10%) prefered the traditional lecture method, but the majority (90%) favored the group-dynamics methodology.

C. A small percentage (7%) felt that they did not learn as much by this method, but 93% said they learned more. The final grades issued supported the higher achievement on the part of the students taught by the student-centered method.

D. The students found that they were able to make greater class contributions by this method and stated that this kind of involvement made them feel a greater personal responsibility for learning.

E. All the students stated that they did come to feel a part of the group. The feelings of individual status and of group membership are among the most important factors contributing to the morale of the members of the group. Many expressions came from the group of how much they enjoyed this experience.

F. The majority of the students did more outside reading without its having been assigned. They were motivated to read because it was goal-related.

G. Sixty percent of the students reported that they had experienced attitude and behavior changes in their health practices as a result of this class. Forty percent stated they did not.

H. Most of the class (96%) felt that the instructor had covered the more technical areas to their satisfaction. The instructor sat in the group circle and explained concepts that were not completely understood by the discussions and the outside reading.

I. The majority (93%) indicated they would like to see this methodology employed in their other classes.

I, as the instructor, found the class response and enthusiasm motivating to me. I learned from the students as they reported on issues that I was not aware of, and the students developed during the course a greater respect for one another as they came to know them individually. Each class experience would bring out from the contributors experiences from their own background. The mutual sharing of intimate details of life experiences made the group a warm, responsive caring unit that was capable of functioning at a higher level of sensitivity than in the traditional teacher centered class where social interchanges are limited.

The reduced rate of attrition might be attributed to the increased motivation and interest on the part of the class with this type of methodology.

XII. SUMMARY.

Higher education has been the least responsive to employing classroom techniques that are innovative and different from the traditional lecture method to stimulate student learning. East Los Angeles College has been no different in that the lecture method is still the predominant approach to learning.

This research attempted to employ group-dynamics in the teaching of Health 10, a required course for graduation, and to determine if learning could be enhanced by making the class student-centered. The students developed their own goals, selected their own topics and issues, and socialization techniques and as a result the activities became more meaningful. Motivation and interest was increased, the informal presentations reduced anxieties and the opportunity to complete their mid-term and final evaluations outside of class reduced the test situation to a minimal stress activity and making the test instrument itself a learning device. Survey of the literature showed that research by psychologists and educators has proven that educational goals can be achieved more efficiently by cooperative effort than in individual effort. Because it encourages contributions from all members of the group it minimizes the undesirable effects of excessive competition. Authoritarian leadership in the classroom eliminates the "incidental" learning of many kinds of personal social skills.

The significance of this study is to effect change in the traditional classroom teaching method and overcome some of the learning problems initiated by the traditional approach.

This study concluded that group dynamics stimulated interest and motivation on the part of the students, enhanced their learning as evidenced by higher final grades, and reduced attrition when compared with the results of the traditional method used in an earlier Health 10 class.

XIII. RECOMMENDATION.

A. It appears from the data that higher education should use other methods than the traditional lecture method to stimulate and motivate learning.

B. The technique of employing group dynamics in teaching appears to be superior to the lecture method, and it is recommended that more college faculty use it in place of the teacher-centered lecture method.

C. In colleges, such as East Los Angeles College, where the student body is composed of many students with educational disadvantages and language difficulties, this method is recommended because it provides for individual differences, stimulates verbal and written communications, and makes the classroom a learning laboratory.

D. Workshops and seminars by faculty for faculty should be conducted through the Office of Instruction to involve and acquaint more of the faculty with this method of classroom presentation.

E. Incentives should be offered to faculty to induce them to utilize this method by restricting their class size and load to

small groups or relieve them from one assigned class to prepare and develop for this different methodology.

XIV. RESULTS OF RESEARCH STUDY ON EAST LOS ANGELES COLLEGE CAMPUS POLICY.

East Los Angeles College is the recipient of a Title III Grant to develop and improve instruction as well as the improvement of bilingual-bicultural education. I had the opportunity to present the results of my research at several faculty meetings devoted to these topics. Three faculty members plan to try this method: one in Psychology, one on Health, and the other in a Child Development course.

My own enthusiasm for the results have dramatically changed my teaching methods, and I would never teach a class solely on the lecture method again.

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APPENDIX

APPENDIX

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EXHIBIT A

East Los Angeles College
Health 10
Fall Semester 1974
Ruth Rada

I. OBJECTIVES

A. The basic objectives are for students to:

1. Obtain a fundamental knowledge and understanding of modern health information that is relevant in our daily living.

2. Be stimulated and motivated to wiser health behavior based on scientific facts and attitudes.

3. Become aware through discussion of the pro and con opinions drawn from authoritative sources.

4. Exercise discrimination in evaluating health information of an accurate and scientific nature apart from that cloaked in superstition and quackery.

5. Relate accurate health information to others and our families so that good health practices can affect our community and society.

II. STRATEGIES

A. To achieve the course objectives, several strategies will be employed:

1. Independent study: The student is expected to read text and other library materials before coming to class.

2. Class discussion: The class will divide itself into three or four groups to make presentations on selected topics.

a. Each week the students of a group will select a topic to read and research on. At the next meeting, time will be given in class to review, prepare, and decide on presentation of the material to the class.

b. Class will react to material.

c. The more unique and interesting the presentation the better the evaluation by the class and instructor.

II. STRATEGIES (continued)

3. Lecture material by instructor will be presented also in some areas.

4. Evaluation: Grade will be based on participation, completion of objectives, and final review examination over issues discussed.

EXHIBIT B

Health 10
Page 3
Fall Semester 1974

DISCUSSION TOPICS

Required Reading: Essentials of Life and Health
Dimensions, A Changing Concept of Health
by Jones, Shoenberg, and Byer

Date	Week			Group
Sept. 17, 18	1	a)	Leading causes of death in U.S. today as compared with 1900.	1)
First Meeting.		b)	Major health problems in U.S. today.	2)
		c)	Man's life span and potential.	3)
		d)	Population problems and proposed solutions.	4)
24, 25	2	Interaction of Mind and Body		
Oct. 1, 2	3	Principles of mental health		
8, 9	4	Alcoholism and social problems		
15, 16	5	Drugs, tobacco, and social problems		
22, 23	6	Cancer and respiratory problems		
29, 30	7	Family health		
Nov. 5, 6	8	Human sexuality and heredity		
12, 13	9	Nutrition		
19, 20	10	Digestive system and disorders		
26, 27	11	Community Health		
Dec. 3, 4	12	Selection of health services and physicians		
10, 11	13	Communicable diseases		
17, 18	14	Communicable diseases		
24, 25	15	Christmas vacation		
31, Jan. 1	16	Christmas vacation		
Jan. 7, 8	17	Noncommunicable diseases		
14, 16	18	Environmental health		
21, 22	19	Final Review		

Individual groups will decide which aspects of their topics they will tackle, discussion topics they will present, who the coordinator will be, and their method of presentation.

(YOU DO NOT NEED TO SIGN YOUR NAME) EXHIBIT C

COURSE EVALUATION

	YES	NO
1. Has the science of health been made more interesting because of group participation.		
2. Do you prefer the straight lecture method of presentation over student centered presentation.		
3. Did you feel you learned more because of your activities in the presentation.		
4. Did you feel you had an opportunity to contribute to the class?		
5. Did you feel a part of the group?		
6. Was the material coverage adequate.		
7. Were you motivated to do more outside reading than in the usual lecture class presentation.		
8. Did you feel the group stimulated you to change health patterns and ideas more than if you had just had straight lecture.		
9. Did the instructor cover the more technical areas to your satisfaction.		
10. Was the class experience the type you would like to see used in other courses?		

11. Briefly evaluate in your own words your reactions to the class.

EXHIBIT D

HEALTH 10 EXAMINATION

1. Select 3 out of the 4 questions.

2. For each of the following questions prepare a minimum of two pages, typed using material from class discussions, films, text, and outside reading:

A. Emotional stress can effect our health psychosomatically. Elaborate on the problems related to it, eg. mental illness, drug problems, alcoholism, psychrosomatic illnesses, smoking, etc., and indicate in your conclusions some positive recommendations.

B. In today's society great emphasis is being placed on Sex research, and new outlooks on social sexual patterns. Describe what effects positive or negative the "new morality" can have on health and population problems.

C. "Nutrition" has become a multimillion dollar industry. Many fad diets, books, and health food products are flooding the market. What conclusions have you arrived at from our discussions on the values of some of these trends. In your summary indicate in what way these factors have altered your diet patterns and thinking.

D. Cancer and its treatment is still a big question in the minds of many people. Describe in brief what cancer is and elaborate on quackery treatments and proponents of "cancer cures".

EXHIBIT E

NAME _____

DATE _____

East Los Angeles College
Ruth Rada
Health 10
Final Examination

Directions: Select four of the five following questions. Answers not to be less than two and no more than four typed pages for each question.

1. Communicable diseases are caused by specific agents or pathogens. Describe the six major groups of pathogens, their characteristics, and some of the diseases caused by them.

2. Communicable diseases progress through several definite stages or cycles. Describe the cycle of infection and what protections we have in the way of nonspecific body defenses as well as the specific types conferred by passive and active immunity.

3. Describe three major venereal diseases, how they may be controlled, and what the socialistic problems are as they affect community health.

4. Elaborate on the problems of water and food pollution and what control may be exercised to insure the consumer safe foods and water. Describe water treatment, Better Food and Drug controls, etc.

5. Heart disease is the leading cause of deaths in the U.S. today. Describe some of the kinds of heart problems and how we can prevent increases in heart disorders through diet, exercise, physical examinations, etc.

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